



District of Innovation Application (TENTATIVE)

November 2012

Applicant Information

District Name:	Taylor County School District		0545
	District Name		County/District #
Address:	1209 E. Broadway		
	Street Address		
	Campbellsville	KY	42718
	City	State	ZIP Code
Phone:	270.465.5371	Date of Application:	4/30/2013
Contact Person/Title:	Roger D. Cook/Superintendent		

DISTRICT ASSURANCES

- Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:
 - Any statute or regulation related to health, safety, civil rights, or disability rights;
 - Compulsory attendance requirements under KRS 158.030 and 158.100;
 - The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;
 - The minimum high school graduation requirements unless allowable under 704 KAR 3:305;
 - Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;
 - Criminal background check requirements;
 - Open records and meetings requirements;
 - Purchasing requirements and limitations; or

i. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan.
- District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:
 - Number of students served by the innovation plan, total number and by:
 - Elementary School
 - Middle School
 - High School
 - Number of at-risk students (with particular emphasis on graduation from high school) total number and by:
 - Socio-economic status
 - Race/ethnicity
 - Gender
 - Disability
 - Grade level
 - Total number of certified teachers participating in the innovation plan and roles/responsibilities
 - Documentation of certified and classified staff operating in a non-traditional setting
 - Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
 - Qualification of instructors
 - Time spent
 - Student outcomes (completion rates)
 - Documentation of other measurable outcomes, described in the initial application or through modification of the original plan
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

Superintendent

Date

Chair, Board of Education

Date

Recommended Process for Districts of Innovation

In order to assist districts and schools with a recommended process, please see the process below:

- ✓ District Level Team (DLT) reviews current CDIP and discusses current models and/or initiatives which clearly demonstrate innovation.
- ✓ DLT takes Readiness for Innovation Self-Assessment and analyzes results.
- ✓ DLT conducts a needs assessment based on results of Self-Assessment.
- ✓ Request for Technical Assistance/Information from KDE (not required).
- ✓ DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.
- ✓ Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.
- ✓ Each SLT determines whether it will participate based on the requirements of the statute and begins the process of writing school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing district application for submission.
- ✓ Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.
- ✓ Scoring Process by KDE Program Review Team.
- ✓ Selection/Designation of Districts of Innovation.

District's Vision/Mission

*Please describe the significance of the District of Innovation designation to your district. Be sure to include justifications for why your district should be granted "District of Innovation" status. Your response must address/answer the following (*Please use charts, tables, and graphs, if necessary):*

- Describe the district's vision and mission statements or educational philosophy. Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?

See attached. Specifically Superintendent's Letter, Overview/Introduction, Tables 1, 2, 5 and 7.

- Describe how the district promotes continuous improvement and rewards risk taking. Provide evidence of advancing student learning and achievement in the last three to five years.

See attached. Specifically Needs Assessment/Rationale, Innovative Design Components, Data and Accountability, Tables 5,6,7,8.

- Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation “fits in” with current district-wide reforms.

See attached. Specifically, Innovative Design Components, Student Service Plan, District of Innovations Support Plan, and Tables 2,5,7,10,11, and 12.

- Identify and describe, particularly when focusing on achievement gaps, specific barriers that impact student learning.

See attached. Specifically Needs Assessment/Rationale, and Data/Accountability

- Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all, especially low-achieving students. *Include the specific waiver requests and justifications for the waivers.*

See attached. Specifically Needs Assessment/Rationale, Data/Accountability, Tables 1,3,6, and 7.

District of Innovation Implementation Plan

Employee Demographics		Certified Staff	Classified Staff	Students
Taylor County Elementary School (TCES)		80	86	1,191
Taylor County Middle School (TCMS)		35	46	625
Taylor County High School (TCHS)		60	40	876
Total		175	172	2,678

District of Innovation Implementation Plan, Table 3 (See Attachment 5 for 70% Affirmative Vote)

School	Innovation Strategies/Models	Goals for Improved Student Outcomes	70% Affirmative
TCES TCMS TCHS	Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.	Increase in the number of students who will utilize anytime/anywhere learning to access the district's online library of common core classes with electronic submission of assignments. Reduction in the amount of missed days and impact to funding. The school would receive funding based on completion of standards, not ADA. Increase in the number of students who graduate early and attend college.	93.5% Agree 6.5% Disagree
TCES TCMS TCHS	Waiver #2 Support for Early College	Increase in the number of students, especially low income, who attend college.	97.1% Agree 2.9% Disagree

Continued...

<i>Table 3 continued...</i>			
TCES TCMS TCHS	Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Increased college and career readiness. Improved soft skills.	84.5% Agree 15.5% Disagree
TCES TCMS TCHS	Waiver #4: S.T.E.M. Classroom of Innovation	Increased Individualized Education for students.	86.5% Agree 13.5% Disagree
TCHS	Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Allow the district to tailor specific subjects to student interests and the student's service plan.	
TCES TCMS TCHS	Are you in favor of waiving the 180 day wait period in order to begin implementation when school begins in 2013		93.9% Agree 6.1% Disagree

Also see attached, specifically Table 3.

*Please complete this section for each school participating in the application. Additional school applications are in the Appendix.

School Information

School Name:

Taylor County Elementary School (Attachment #6)

School Name:

Taylor County Middle School (Attachment #7)

School Name:

Taylor County High School (Attachment #8)

Rationale/Needs Assessment

- What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?

See attached. Specifically Attachments 6,7,8.

- Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

See attached. Specifically Needs Assessment/Rationale, and Tables 2,3,4,10, and 11, and Attachments 6,7,8.

- Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.

See attached. Specifically Needs Assessment/Rationale, Data and Accountability, and Tables 1,3,5, 7 and Attachments 6,7,8.

Summary/Overview of School Plan Development

- Use the following table as a reference to describe the program innovation component(s) specific to this school.

See attached School Plans, Attachments 6,7,8.

Student Service Plan

Student Service Plan, Table 6.

Proposed Strategy	Expected Outcomes	Sources of Data	Total # of Students Targeted	Total # of Students in Special Population, Underrep. Groups
Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.	Establishes an attitude of no limits for learning. Provides for flexibility which models existing personal and career cultures. Develops students who are responsible for their own learning.	Individualized Learning Plans reviewed by the CCR Director. The number of alternative routes a student can choose to obtain their education. Continuation of 0% dropouts. Decreases in the number of discipline incidents. Increased proficiency as measured by K-PREP, ACT, and PLAN. Successful Transitions to Adult Life.	Elem: 1,183 Middle: 872 High: 623	SES: 1,577 Race/Ethnicity: 115 Gender: 1,312 Male 1,366 Female Disability: 268

Continued...

Waiver #2: Support for Early College	Makes college a option for more Free/Reduced Lunch students. Removes barriers to increases the number of students who can participate.	Successful Transitions to Adult Life	Elem: 0 Middle: 342 High: 450	SES: 792 Race/Ethnicity: 34 Gender: 388 Male 404 Female Disability: 79
Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Expanded course and learning opportunities. Exposure to greater variety of occupations. Connection with potential employers. Increased connection between the school and business. A workforce prepared with local workforce skills. Improved soft skills.	Successful Transitions to Adult Life.	Elem: 1183 Middle: 872 High: 623	SES: 1577 Race/Ethnicity: 115 Gender: 1312 Male 1366 Female Disability: 268
Waiver #4: S.T.E.M. Classroom of Innovation	Classroom will create a sense of community and foster a support network for children. The network will be between teachers and students and students and other students. This level of interaction will enable the teacher to identify specific needs of each student. Classroom will enable valuable data collection to determine effective styles of education.	K-PREP scores. Number of standards mastered.	Elem: 16 Middle: 16 High: 16	SES: 28 Race/Ethnicity: ● Gender: 24 Male 25 Female Disability: ●

Continued...

Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.	Enables the district flexibility to choose courses which still meet curriculum content but are in line with the student's individual education plan.	Continuation of 0% dropout rate.	Elem: 0 Middle: 0 High: 876	SES: 516 Race/Ethnicity: 38 Gender: 429 Male 447 Female Disability: 88
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See attached. Specifically Student Service Plan and Table 6.

District of Innovation Support Plan

Please describe how the district will provide the appropriate support for the School(s) of Innovation. Please answer the following (*Please use charts, tables and graphs, if necessary):

District of Innovation Support Plan, Table 7.

Professional Development Plan	The planning committee met in January 2013 and identified the following needs; PD was then planned and scheduled so as to address those needs.
<p>Needs:</p> <ol style="list-style-type: none"> 1) Instruction - New systems of learning with the flipped classroom concept and increased use of technology require continued training in delivery methods. Emphasis is needed on: soft skills, teamwork, higher-level thinking skills, and support mechanisms. 2) Learning Outcomes - A standards-based approach is necessary to ensure mastery of the new common core as well as college and career readiness expectations. Strategic training for transitioning from a traditional report card to a CCR-centered report will ensure mastery of both the new common core and college and career readiness expectations. 3) Standards-Based Grading - The measure of student progress and mastery must be refined to ensure that expectations are both rigorous and dynamic. 4) Collaboration - Connecting the unique needs of students with the existing skill set is vital. Further instruction on classroom paradigms (including student mentor/tutoring program) is needed. 5) Technology - Total integration of new technologies to create anytime learning 24 hours a day/7 days a week and 365 days a year. <p>Detailed PD Opportunities:</p> <ul style="list-style-type: none"> • Basic Flipped Classroom Design • Advanced Flipped Classroom Design • Video Editing • iTunes University 101 • Designing Online Assessments in CITS • PD 360 and Beyond • Using the e-library • Web Page Design • CCR and You! • Success with STARS • PLC Refresher 	

Resources	<p>Human:</p> <ul style="list-style-type: none"> • All employees are cross trained to perform a number of different job functions. • All district personnel will be utilized to effectively advance the innovation efforts requested in this application. • Personnel will continue to utilize Early Release Friday (ERF) to review data. <p>Fiscal:</p> <p>The total cost to implement the requests in this application is \$207,850. These funds come from various sources which are already identified and available to implement the requests.</p> <p>Physical:</p> <ul style="list-style-type: none"> • Taylor County School District has spent over \$1,000,000 and has received nearly \$1,000,000 in donated new technology in the past two years. • Implemented 1:1 iPad Initiative in the high school with other increased technology delivered to the middle and elementary schools. • Middle school is equipped with classrooms with folding walls which can be opened and closed to support the S.T.E.M. Classroom of Innovation locations.
Communication Plan	<p>Students:</p> <ul style="list-style-type: none"> • TCHS students participated in a mandatory writing exercise to address what innovations they would like to see. • Students will be exposed to the innovations through the school's website, selection process for the S.T.E.M. Classroom of Innovation, through school counselors for the Support for Early College, and through their teachers for the: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications portion. <p>Parents and Families:</p> <ul style="list-style-type: none"> • Parents and families will receive information regarding the innovations through the District Parent Advisory Council meetings (DPAC), minutes of the school board and SBDM meetings as published in the local paper, and through press releases put out by the district which highlight the accomplishments of the school. • Parents will also be involved in discussing with their children the Waiver #4: S.T.E.M. Classroom of Innovation and determining their child's interest in that innovation. • Parents will also be involved as they participate in the Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications • innovation and are able to bring their practical knowledge from the outside world to the classroom.

	<p>Faculty and Staff, teachers, teacher organizations:</p> <ul style="list-style-type: none"> • All faculty and staff voted to proceed with the application through an online survey which presented each waiver individually as it is presented in the application. Staff members have also provided input through a number of school specific and district wide meetings. • Many teachers participated on either the District Level Team (DLT) or School Level Team (SLT) and have discussed the project with their colleagues. • The KEA representative for the district has been actively involved since the beginning of the process. <p>Community Based Organizations and other educational partners:</p> <ul style="list-style-type: none"> • Every quarter, Taylor County School District hosts, the Kentucky School/Business Partnership, which brings together community, business, industry, and University representatives to discuss improvements the school can make to address the needs of employers in the area. The Waiver #1: Funding and state mandated test taking be allowed upon course/grade completion and Waiver #3: EPTS Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver requests are designed based on input from those individuals.
Monitoring Plan	<ul style="list-style-type: none"> • The monitoring plan will utilize the information contained in the goals chart, Table 4, and will utilize the data sources mentioned to determine if goals are being met. • The DLT and SLT will be responsible for evaluation of the project both throughout the school year and for end of year reports. • The district will utilize its robust data collection systems to continually analyze data and make changes where necessary to improve student learning.

PROFESSIONAL DEVELOPMENT PLAN:

- Outline and describe specific professional development plan/strategies that will be used to prepare faculty and staff for the proposed innovation.

See attached. Specifically Professional Development Plan.

- Please communicate the total numbers of teachers who will be receiving professional development--as well as a breakdown of the grade level the teachers serve (elementary, middle, and high school level).

See attached. Specifically Professional Development Plan.

- Explain how the professional development will increase the level of success in student learning and innovation.

See attached. Specifically Professional Development Plan, Outcomes for Learning, and Table 10.

- Describe how the proposed professional development will lead to greater district-wide reform *beyond* the participating schools.

See attached. Specifically Professional Development Plan, Outcomes for Learning, and Table 10.

RESOURCES:

- Describe how district level human and fiscal resources are utilized for implementation of the innovation plan.

See attached. Specifically Resources, Tables 7,10,11.

- Specifically outline how the innovation plan will affect district personnel, such as roles, work time, compensation, assignments, for those directly connected to the plan.

See attached. Specifically Professional Development Plan, Outcomes for Learning, Resources and Table 11.

COMMUNICATION PLAN:

- Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.

Communication Plan (Table 12)	
Students:	<ul style="list-style-type: none">• TCHS students participated in a mandatory writing exercise to address what innovations they would like to see at their school.• Students will be exposed to the innovations through the school's website, selection process for the S.T.E.M. Classroom of Innovation, through school counselors for the Support for Early College, through their teachers for the EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications portion, and through the Dropout Prevention Coordinator for the Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.
Parents and Families:	<ul style="list-style-type: none">• Parents and families will receive information regarding the innovations through the District Parent Advisory Council meetings (DPAC), minutes of the school board and SBDM meetings as published in the local paper, and through press releases put out by the district which highlight the accomplishments of the school.• Parents will also be involved in discussing with their children the S.T.E.M. Classroom of Innovation and determining their child's interest in that innovation.• Parents will also be involved as they participate in the EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications and are able to bring their practical knowledge from the outside world to the classroom.
Faculty and Staff, teachers, teacher organizations:	<ul style="list-style-type: none">• All faculty and staff voted to proceed with the application through an online survey which presented each waiver individually as it was written in the application. Staff have also provided input through a number of school specific and district wide meetings.• Many teachers participated on either the DLT or SLT and have discussed the project with their colleagues.• The KEA representative for the district has been actively involved since the beginning of the process.

	<p>Community Based Organizations and other educational partners:</p> <ul style="list-style-type: none"> Taylor County School District hosts, quarterly, the Kentucky School/Business Partnership which brings together community, business, industry, and University representatives to discuss improvements the school can make to address the needs of employers in the area. The Waiver #1: Funding and state mandated test taking allowed upon course/grade completion and Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver requests are designed based on input from those individuals. 	
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See attached. Specifically Needs Assessment/Rationale, Tables 4,7,10,11,12, and Attachments 3 and 5.

- Describe what has been completed to date to communicate the innovation plan to all stakeholders.

See attached. Specifically Needs Assessment/Rationale, Tables 4, 11, and Attachments 3 and 5.

MONITORING PLAN:

MONITORING PLAN, Table 12

Data Source	Rational for selection of data source	How the data source will be used in relation to proposed plan?	How the data source will be reviewed over 5 years to gauge implementation success?
EXPLORE	Provides opportunity for students to explore career options and select classes necessary for their field.	Waiver #2: Support for Early College Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Analyzed to determine how many students took the classes necessary to prepare them for their field of employment.

PLAN	Enables students to measure their current academic progress. Consistent testing in the 10 th grade provides regular and accurate data.	<p>Waiver #1: Funding and state mandated test taking be allowed upon course/grade completion.</p> <p>Waiver #2: Support for Early College</p>	Analyzed to determine student acceleration.
ACT	Used as the standard across the nation by schools and universities.	<p>Waiver #2: Support for Early College</p>	Analyzed to determine if innovations have had impact on overall ACT score.
COMPASS	Enables students to determine possible career path and select appropriate AP classes.	<p>Waiver #2: Support for Early College</p> <p>Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.</p>	Analyzed to determine how many students took the classes necessary to prepare them for their field of employment.
End of Course Assessment	Identifies if students have mastered content in a specific area.	<p>Waiver #5: Funding and state mandated test taking be allowed upon course/grade completion.</p> <p>Waiver #4: S.T.E.M. Classroom of Innovation</p> <p>Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.</p>	Analyzed to determine student acceleration.
MAP	In-house testing used to determine student mastery of content.	<p>Waiver #1: Funding and state mandated test taking be allowed upon course/grade completion.</p> <p>Waiver #2: Support for Early College</p> <p>Waiver #4: S.T.E.M. Classroom of Innovation</p>	Analyzed to determine student acceleration.

K-PREP	Assess the preparedness of grades 3-8 for high school course work.	Waiver #4: S.T.E.M. Classroom of Innovation	Analyzed to determine student mastery of content.
AIMS-Web	Used to determine predictions of reading and math achievement.	Waiver #4: S.T.E.M. Classroom of Innovation	Analyzed to determine student mastery of content, especially reading proficiency at 3 rd grade.

See attached. Specifically Outcomes for Learning and Monitoring Plan, Table 12

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*need to be certified
teachers + roles/responsible*

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TAYLOR COUNTY BOARD OF EDUCATION

1209 East Broadway
Campbellsville, KY 42718
Phone (270) 465-5371
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ROGER D. COOK
Superintendent

"Every Child, Every Day"

Schools because of my personal quest to make sure students today do not make the same mistakes as my family. Quite simply, I refuse to allow students to quit school!

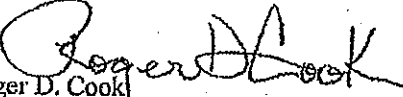
I was a good student, but one who had to be challenged and motivated at all times. I could never understand why I had to sit in class and learn the same material at the same time (and at the same rate) as everyone else. I was a fast learner, but was held back by those students needing more time to learn the material. I became easily bored which often led to trouble. As a teacher, I tried constantly to make my classes fun and tried hard to keep all students motivated; it was difficult due to the nature of how teaching and schools were structured. As a high school principal, I emphasized the different learning styles of students and encouraged teachers to keep their students motivated with fun, interesting lessons. This was difficult, though, because we were held back by the regulations of seat time and restrictions on where students could learn.

Today, students at Taylor County are accelerating at a phenomenal rate of speed! Over three-hundred high school credits are earned each year by middle school students. Accelerated elementary students are also shuttled daily to the middle school for rigorous curriculum in numerous content areas. Students are completing their high school credits sometimes as early as their junior year and enrolling in our virtual program to begin college course work. Last year, our graduating class completed a combined 818 college credit hours! The best part is they received these classes for only fifty dollars an hour thanks to our partnership with Campbellsville University. We were able to save our parents thousands of dollars in college tuition.

My record of leadership and the success of Taylor County Schools is proof we are quite ready to take performance-based education to the next level. I appreciate the opportunity KDE is giving me to be a creative school leader and allow me to think even further outside that proverbial box to serve student needs. Our teachers have embraced performance-based education and it is loved by both students and parents. The further we go, the more innovative our teachers are with the self-paced/flipped classroom model, use of technology, collaboration, and teaching the prescribed curriculum in a 21st century context.

Please visit and see our model of teaching and learning in action. You will realize the waivers outlined in this application will enable our district to complete its transformation to a school system with a complete, comprehensive system of learning supports that promote mastery learning for ALL students. Please contact our district at your convenience with additional requests. I look forward to hearing from you.

With regards,


Roger D. Cook

OVERVIEW/INTRODUCTION

"We are NOT a product of our environment; we ARE a product of our expectations".
Roger Cook, 2/25/13

Imagine a school where there are no bells, no schedules. Students move about freely with a set of standards to complete. They select teachers that fit their preferred learning style. Their learning is 100% individualized, and they make decisions every day which impact how that learning progresses.

Imagine further a school where industry and business professionals are allowed to teach students useable real world skills and pass on the knowledge they have gained. Students will become employees who enter the workforce with clear expectations and the soft skills to be tomorrow's problem solvers.

This District of Innovation application (also Attachment #1) paves the way to success and makes the ideas above a reality. It will not be a short path and will require adjustments along the way. But if we do not start constructing the path, how will we ever get there?

The Taylor County School District maintains a philosophy of setting high expectations. Our path toward greatness may be best described by our students.

The past 20 years have been a technological revolution of the magnitude of the industrial revolution of the early 1900's; technology is growing into every aspect of our life including the classroom. To achieve the perfect classroom we as a school must operate with technology of the workforce ahead, but also keep in mind the things we have learned from educators past, the ideas and wisdom of the pencil and paper days should never be forgotten but should be a foundation of the new age of technology that we learn with today. As we grow we must use past lessons taught to us by generations before as to always become better, smarter, and more well equipped human beings.

Parker McCorvey, English II student, TCHS (Attachment #4)

NEEDS ASSESMENT/RATIONALE

RUBRIC Page 1, Bullet 1: *Plan precisely and accurately identifies goals and performance targets to advance the vision and mission.*

In 1918 John Dewey, Philosopher of Education stated: "How can the child learn to be a free and responsive citizen when the teacher is bound?" In his presentation "The World in 2020" Dr. Michio Kaku identifies that "Internet and mobility will converge for at any time, at any place, for anybody, and on any device".

We envision a public school environment that mirrors a college campus. Students are responsible for their personal education and goal setting, but, with a system of remediation,

intervention, and acceleration to lay the foundation for college/career success. Students will be fully supported through an extensive infrastructure system, as referenced throughout the application and in Table 5 (page 37). Students will enjoy comprehensive learning opportunities to better prepare them for the global economy of the 21st Century. We will produce students who are able to adapt to new challenges, broaden their learning base, and exit public school prepared for anything.

In order to make this vision a reality we will integrate our current, and very effective, innovations (Table 5) with those requested in this application (Table 1). Waivers are necessary to meet the goals (Table 2, page 13) of:

- Enable individualized education
- Promote student responsibility
- Increase student options for career choices
- Increase options for college/career success
- Provide students with the different delivery methods of instruction and allow students to choose the delivery method that best fits their needs.

Taylor County School District is already leading the Commonwealth as the only fully functioning Pre-K thru 12 Performance Based Education district in Kentucky. The district successfully implemented Bring Your Own Device, provided wireless access in all schools, established a Virtual Charter School and other innovations, as mentioned in Table 5.

In Table 2 the district has set forth goals which utilize the requested waivers to increase student achievement on standardized tests, teacher use of the CIITS system, and the goals of this application.

Now is the time for the district to utilize the District of Innovation status to provide visionary education for students, with the support of employees, as evidenced below in Table 3 (page 21), and with improved student outcomes from increased individualized education.

Summary of Innovations/Waiver Requests, Table 1.

Waivers	Description	Purpose
Waiver #1	Funding and state mandated test taking allowed upon course/grade completion.	Essential for individual learning plans and mimics the "real world" where work and college are completed outside traditional hours.
Waiver #2	Support for Early College	Enables all students, regardless of income, to begin preparing for and completing their college work.
Waiver #3	EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Prepares students with experiences, critical thinking skills, and soft skills that employers are searching for.

Waiver #4	S.T.E.M. Classroom of Innovation	Will allow the district to assess based on standards mastered rather than Infinite Campus (IC) classification.
Waiver #5	Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Allow the district to tailor specific subjects to student interests and the student's service plan.

As noted, Taylor County School District is requesting the five waivers summarized above. Here and on the following pages, we provide a detailed description of each waiver and the relevant references to the aligned regulation(s).

Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.

We propose a waiver related to 702 KAR 7:125 as demonstrated in Attachment 2.

In an environment where students can learn anytime and anywhere, why should schools only receive funding for students who are physically in the school building?

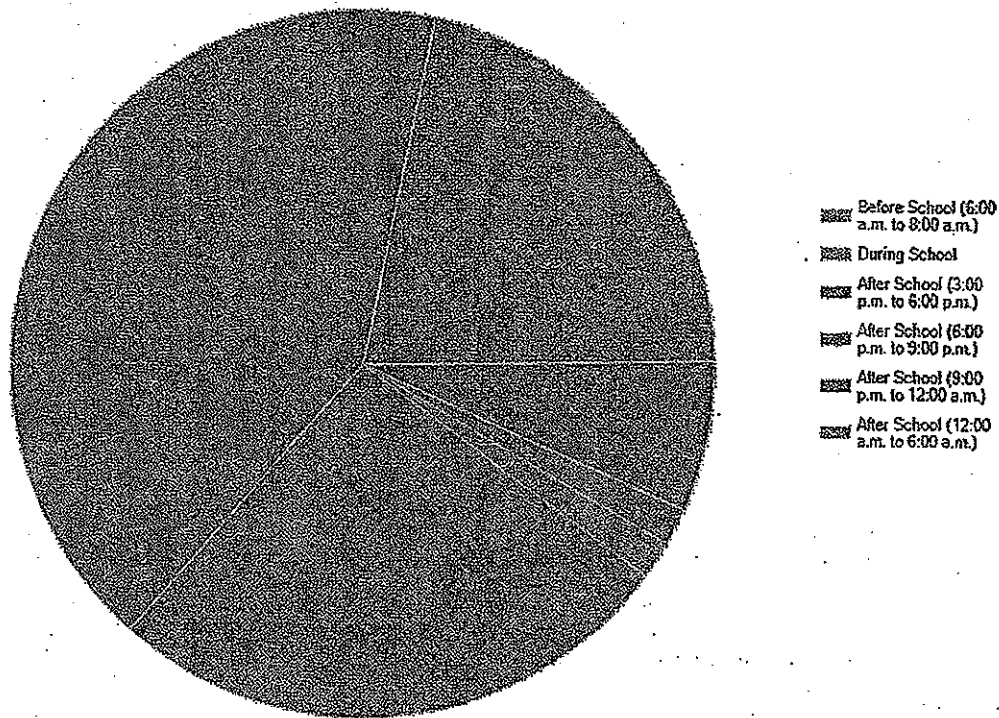
Students will utilize technology to access a myriad of digital common core classes and submit required assignments via email. Students will complete standards outside traditional school hours and will have increased opportunities to complete coursework at a time they choose. The school would receive funding based on completion of standards, regardless of when or where the standards were completed. The district would receive funding based on a maximum of 12.5 years per student. Allowing accelerated students to graduate early would not impact the district's budget, enabling the district to encourage more students to graduate early and pursue college or career.

Current regulations penalize school district funding for allowing early graduation. The district requests funding be based on completion of standards, not ADA. Funding can be used as an incentive to encourage schools to facilitate the self-paced completion of a rigorous and relevant curriculum that moves students to a college/career environment.

This request asks that funding for a student be paid to the district when a student completes all requirements and is allowed to graduate early.

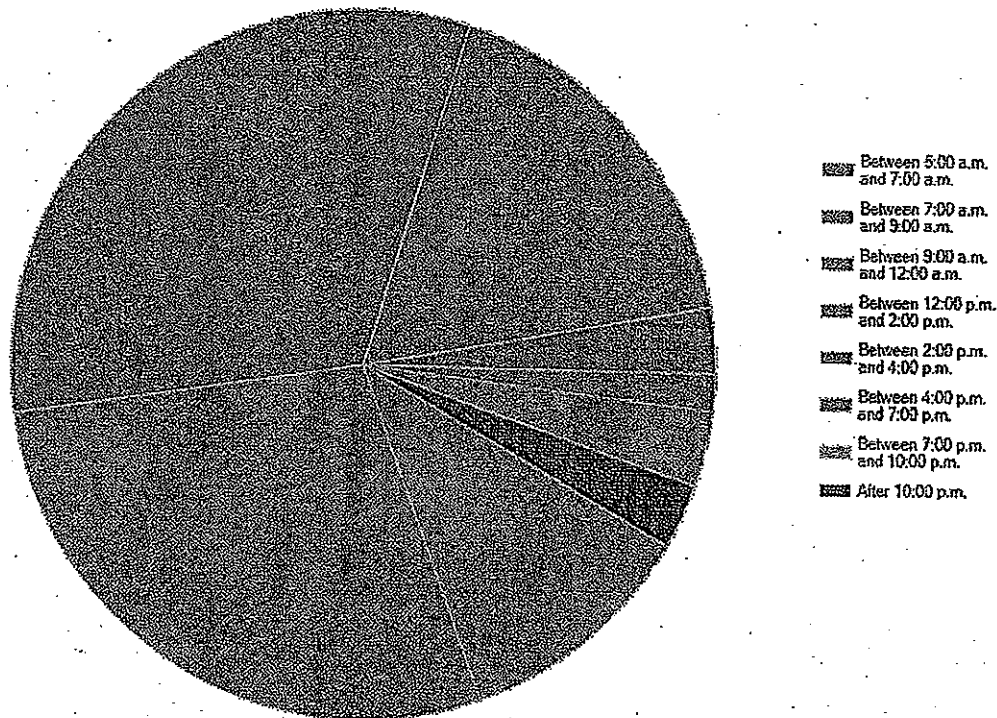
The following pie charts are comprised of data from a survey that collected information from Elementary, Middle, and High School students to determine when they complete most of their homework and what time of day they would prefer to start school.

What time do you complete most of your homework or studying?
(Select One)



More than half (63.4%) of students complete their homework between 3:00 p.m. and 9:00 p.m., or after the traditional school day, while 26.3% complete their assignments during the school day, and 6.9% complete their work from 9:00 p.m. to 12:00 a.m.

If I could choose what time I came to school I would choose? (Select 1)



The largest number of students (32.1%) would choose to begin their school day between 9:00 a.m. and noon. The second largest group (28.2%) would prefer to start between 7:00 a.m. and 9:00 a.m., very similar to the schedule currently in place. Fewer students (17.5%) would start between noon and 2:00 p.m.; while 11.1% of students would prefer a 5:00 a.m. to 7:00 a.m. start time.

This data alludes to the fact that the change for starting time at school would require the difference of only a few hours for most students, not a shift to late afternoon or middle of the night classes. However, for students who work during the day, the option of viewing the school's online curriculum in the later hours of the day would represent something similar to night school taken by adults who work during the day and want to increase their education. Colleges and universities have supported night school for many years and have adapted most of the classes to an online format which requires professor direction and not nightly lectures.

Waiver #2: Support for Early College

We propose a waiver related to KRS 164.7874 as demonstrated in Attachment 2.

Enable students to utilize KEES funds to pay for early college credit classes.

- Lack of funding remains a significant obstacle for students to overcome when wanting to take college classes.

- This district, through a partnership with Campbellsville University, currently offers college courses for \$50 per hour as compared to \$300 per hour when students enroll in a post-secondary environment.
- This waiver encourages all students, especially low income, to begin their college experience.
- The District will establish a student loan account to be reimbursed from KEES money earned.

Salaries for those who attend college are significantly higher than for those with just a high school diploma. The salary is significantly higher again if they go on to complete their Associate and/or Bachelors Degree as shown here.

Type of Degree	Annual Salary
High school diploma	\$39,010
College w/ no degree	\$45,820
Associate degree	\$50,150
Bachelor's degree	\$65,800
Master's degree	\$80,960
Professional degree	\$100,000
Doctorate degree	\$100,000

Source: www.education-portal.com

The goal of this waiver is to give students, especially low income students, an early college experience and the confidence to enter college prepared for success.

Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications

We propose a waiver related to KRS 161.048(2) (a-d) as demonstrated in Attachment 2.

In order to individualize education and create opportunities for students to become college and career ready, Taylor County School District must reach outside the bounds of its current teachers to find professionals with the vocational and technical skills needed to teach our students.

There is no textbook, computer, or on-line application which can prepare a student better than real world, hands-on experience. Local professionals offer not only the ability to provide

classroom content but to extend learning to the job site and provide experiences necessary to prepare the student for work and to allow the student to identify if they possess the skills necessary to excel in a field of work or study.

Taylor County School District, like the General Assembly, finds there are many individuals who can help students learn. For example:

1. There are persons who have distinguished themselves through a variety of work and educational experiences that could enrich teaching in the district;
2. There are distinguished scholars at Campbellsville University and surrounding higher education schools, who wish to become teachers, but did not pursue a teacher preparation program;
3. There are persons who should be recruited to the district as they have academic majors, strong verbal skills as shown by a verbal ability test, and deep knowledge of content, characteristics that empirical research identifies as important attributes of quality teachers;
4. There are persons who need to be recruited to teach in the district to meet the diverse cultural and educational needs of students; and
5. There should be alternative procedures to the traditional teacher preparation programs that provide quality persons as teachers.

Taylor County School District proposes a waiver related to KRS 161.048, which will enable the district to choose those individuals most equipped to teach students skills not currently offered in the district. We propose the following changes:

- Change the required years of experience to 5; or
- Documented exceptional work experience; or
- A minimum of a 2 year technical degree from an accredited vocational school; or
- A technical degree with a cumulative GPA of 2.5 on a 4 point scale; and
- The candidate will not be required to participate in the teacher internship program.

Waiver #4: S.T.E.M. Classroom of Innovation

We propose a waiver related 702.KAR 3:190 as demonstrated in Attachment 2.

Taylor County School District will expand Individualized Student Learning to allow multi-age self-paced classrooms, with individualized learning stations where students learn standards at their own pace. Once learning has occurred, assessment is vital to provide immediate feedback to determine level of proficiency. State mandated student assessment will be given based on the last completed set of standards, rather than IC status.

Teachers will be selected only after volunteering to teach the class and will not be bound by their current grade/content level certifications, as requested in Waiver #3. A brief description of our Classroom of Innovation follows.

Classroom of Innovation Description:

1 class of 48 students with 2 teachers per class (with potential to expand)

Students will utilize multiple methods to accomplish mastery of standards, including but not limited to:

1. **Teacher Facilitated Learning.** Teachers provide student guidance in the completion of individual learning plans.
2. **Peer Tutoring.** This scenario provides an excellent opportunity for students to tutor and learn from other students.
3. **Digital Learning.** Students will utilize computer based instruction through teacher produced videos, Carnegie, and Khan Academy.
4. **Project Group.** Students will complete culminating projects, using critical thinking skills to solve real world problems.

Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.

We propose a waiver related to 704 KAR 3:305 as demonstrated in Attachment 2.

Allow the district to tailor specific subjects to student interests and the student's service plan.

For example, Student A is interested in becoming an auto mechanic. Why should Student A be required to pass content specific Algebra I theory if it does not relate to the student's personal interest and career choice? Student A's math course would be specific to math as it relates to an internal combustion engine or math as it relates to the specific mechanic skills they want to pursue.

All subjects, science, history, etc. could be related specifically to at-risk student's interest.

The District continually analyzes data to identify gap groups and provide solutions to students in that group. This is essential to enable all students to proceed at their own pace and succeed in school.

Our Goals and Objectives, summarized here, are detailed in Table 2 below and indicate the direction of each school. These waivers address the ongoing needs of the district to continue to push the boundaries of providing individualized education, anytime/anywhere, to every student and to:

- Enable individualized education
- Promote student responsibility
- Increase student options for career choices
- Increase options for college/career success
- Provide students with the different delivery methods of instruction and allow students to choose the delivery method that best fits their needs.

Goals and Objectives, Table 2.

Goal	Measurable Objective	Begin Date	Responsible Party	Cost
Funding and state mandated test taking allowed upon course/grade completion. <i>Waiver #1</i>	Increase students utilizing online classes for learning. Begin offering option to utilize KEES funding for Dual Students	August 2013	Administration Teachers Information Technology	\$0
Support for Early College <i>Waiver #2</i>	Communicate the option to parents and students. Ensure communication with state agency in charge of KEES oversight.	August 2013	Administration Teachers	\$0
EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications <i>Waiver #3</i>	Develop qualifications for outside professionals. Identify key professionals and contact regarding their participation. Implement classes.	August 2013	Administration Teachers	\$0
S.T.E.M. Classroom of Innovation <i>Waiver #4</i>	Communicate the opportunity to students and parents. Select participating teachers and students.	August 2013	Administration Information Technology	\$0
Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out. <i>Waiver #5</i>	Communicate the opportunity to students and parents. Fully utilize the program through the Dropout Prevention Coordinator.	August 2013	Administration Counselors	\$0
Increase the % of teachers who design or publish lesson plans and use the assessment tool in CHTS. <i>Waivers #1, 2, 4, 5</i>	Teacher participation will increase by 50% by the end of 2015.	July 2013	Teachers Administration	\$0

Increase the % of teachers who create curriculum maps through CIITS. <i>Waivers #1, 5</i>	The number of teachers utilizing CIITS curriculum mapping will increase 25% by the end of 2014.	January 2014	Teachers Administration	\$0
Increase the % of students, parents, and teachers with daily access to CIITS. <i>Waiver #2</i>	Percentage of students, parents, and teachers with daily access to CIITS will increase 35% by the end of 2015.	July 2015	Teachers Administration PTSO	\$0
Increase the % of teachers who have used the Assess Admin module to create assessments. <i>Waiver #1, 5</i>	Percentage of teachers utilizing the Assess Admin module will be 100% by the end of 2013.	May 2013	Teachers Administration	\$0
Increase the % of educators who have used the School & District Data Module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning. <i>Waivers #3, 4, 5</i>	Percentage utilizing the School & District Data module will increase to 100 % by the end of 2013.	May 2013	Teachers Administration	\$0
Increase the % of educators who include a CIITS strand on their Professional Growth Strategy (PGS). <i>Waivers #3, 5</i>	Percentage of educators utilizing CIITS on their PGS will increase 50% by the end of 2015.	November 2013	Teachers Administration	\$0
Increase the number of teachers who were evaluated by the new statewide evaluation system. <i>Waivers #3, 5</i>	Percentage of teachers evaluated by the new statewide evaluation system will increase 40% by the end of 2015.	January 2014	Teachers Administration	\$0

Taylor County School District will increase the number of teachers utilizing the CIITS system to enhance instruction. <i>Waivers #1, 2, 3, 4, 5</i>	Teacher active participation in the CIITS system will be 100% by 2015.	May 2013	Teachers Administration	\$0
Taylor County School District will enhance anytime/anywhere learning. <i>Waivers #1, 2, 3, 4, 5</i>	The District will install wi-fi on all daily use busses by the end of 2014.	July 2013	District Transportation	\$40,000
Taylor County Elementary will increase achievement for all student groups so that the achievement gap decreases from 24.7% in 2012 to 20% in 2017 as measured by the school report card. <i>Waivers #1, 3, 4, 5</i>	Demonstrate a proficiency increase of 25% in mathematics among third grade students with disabilities by 5/24/2014 as measured by K-PREP scores. Demonstrate a proficiency increase of 6.1% in the area of language mechanics by 5/24/2014 as measured by K-PREP scores.	July 2013	Classroom teachers School Administration District Administration	\$450
Conduct professional development necessary to implement the goals of the District of Innovation. <i>Waivers #1, 2, 3, 4, 5</i>	By July 2015 all teachers will have participated in the PD necessary to accomplish the goals of the District of Innovation.	July 2013	Teachers Principals	\$14,000
			<i>Total cost</i>	<u>\$54,450</u>

RUBRIC Page 1, Bullet 2: The vision and mission superbly demonstrates a guide/support for innovation in student learning.

This District of Innovation application will ask you to consider innovations which are not only progressive, but are so outside the box, we just threw the box away. The key to remember is that these innovations will help students to become better learners, and that is where our focus for these requests is directed.

The Taylor County School District's (TCSD) mission to provide an equal opportunity for ALL children to reach their maximum potential can only be completely achieved as a Kentucky District of Innovation. Our ultimate vision (in the words of former Apple CEO Steve Jobs) centers on creating "insanely great experiences" for students allowing them to make the intellectual and emotional connections required for success in the 21st century. The district already utilizes Performance Based Education (PBE) to individualize instruction. This system of teaching and learning, which challenges students based on academic ability rather than chronological age, serves as the catalyst for innovation.

Innovation status will allow TCSD to:

- Fully implement anytime learning, anywhere
- Fully utilize the District's instructional and support network
- Build on a comprehensive curriculum focused on the new common core
- Increase the skill sets available which is vital for college and career readiness

After extensive research, preparation, and practice, special permissions are now warranted to give our increasingly diverse district of learners the tools, technological skill set, and academic prowess necessary for exemplary student accomplishment.

Today, Taylor County School District is the only fully-functioning Pre-K thru 12 PBE System in Kentucky. Recent successes include four consecutive years with zero dropouts and overall proficient status this year – one of only 35 in the Bluegrass. TCSD has made a paradigm shift from the way education was delivered over the past 100 years to the way it will need to be delivered in the future; those changes will continue with this District of Innovation designation.

*"We are currently preparing students for jobs that don't yet exist, using technologies that haven't yet been invented, in order to solve problems we don't even know are problems yet."
(Shift Happens)*

The Taylor County School District has three performance based schools. Taylor County Elementary has the largest number of students under one roof in the State of Kentucky. All buildings are connected with a fiber backbone that carries voice and data, which enables high speed wireless connectivity. All teachers have an iPad, computer, and an Internet Protocol (IP) phone with voice mail. Also, all administrative offices are equipped with computers, laser printers, and IP phones that allow connection between each classroom/office. Each classroom/

office has access to Infinite Campus and Measure of Academic Progress (MAP), and utilizes the databases to collect and organize student data.

Taylor County Schools	Certified Staff	Classified Staff	Students
Taylor County Elementary School (TCES)	80	86	1,191
Taylor County Middle School (TCMS)	35	46	625
Taylor County High School (TCHS)	60	40	876
<i>Total</i>	<u>175</u>	<u>172</u>	<u>2,678</u>

In February 2013, Taylor County School District received a donation of over \$1,000,000 in technology, including smart boards, projectors, speakers, and other items which will enhance student's ability to learn. This will allow the district to significantly increase technology options for students with disabilities, specifically those suffering from Autism and other communicative disabilities.

School	Active Boards	LCD Projectors	Document Cameras	Student Response Systems	Computer Labs	Sound Systems in classroom
TCES	ALL Classes	ALL Classes	ALL Classes	ALL Classes	3 with 89	0
TCMS	ALL Classes	ALL Classes	ALL Classes	ALL Classes	3 with 91	19
TCHS	ALL Classes	ALL Classes	ALL Classes	ALL Classes	8 with 174	23
Total	ALL Classes	ALL Classes	ALL Classes	ALL Classes	14 with 354	42

Current Flipped Classrooms	Class	Total Students
Elementary	Math 1-4	93
Middle	Pre-Algebra	87
High	Algebra 1	107
	<i>Total</i>	<u>287</u>

"Taylor Made Education" is the goal of Taylor County School District as we prepare all students to be successful in the future. This preparation requires a number of custom programs which enable the district to adapt to meet the needs of all students, to meet them where they are in their

education and life journey, and to give them the tools, technology, skills, creative thinking and problem-solving abilities to succeed throughout their lives.(See Table 5)

Review of the Requested Waivers:

Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.

Imagine an environment where students can learn anytime and anywhere and where districts are funded for completion of a subject or credit, not based on Average Daily Attendance (ADA).

Students will utilize technology, anytime and anywhere to access a myriad of digital common core classes, submit required assignments, demonstrate proficiency on established exit criteria and students will complete all state mandated tests (K-PREP and EOC) as they complete the subject or grade from K-12, or 12.5 years of funding.

Current regulations penalize school district funding for allowing early graduation or grade completion. The district requests funding be based on completion of subjects/grades. Funding can be used as an incentive to encourage schools to facilitate the self-paced completion of a rigorous and relevant curriculum that moves students through their school experience on to a college/career environment.

This request asks that the equivalent of twelve and one-half (12.5) years of funding for a student be paid to the district when he/she completes all requirements and is allowed to accelerate or graduate early.

Waiver #2: Support for Early College

Enable students to utilize KEES funds to pay for early college credit classes.

- Lack of funding remains a significant obstacle for students to overcome when wanting to take college classes.
- This district currently offers college courses for \$50 per hour as compared to \$300 per hour when students enroll in a post-secondary environment.
- Encourages all students, especially low income, to begin their college experience.
- The District will establish a student loan account to be reimbursed from KEES money earned.

Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications

Enable career-certified professionals to teach students career/trade-ready courses for credit. These classes will be career driven instead of text book driven and will provide the individual education necessary to prevent drop-outs and cater to the interest of the individual student.

Taylor County School District requests the following changes to KRS 161.048 (Attachment #2), which will (with KDE approval) enable the district to choose qualified individuals to teach students courses not currently offered in the district.

- Change the required years of experience to 5; or
- Documented exceptional work experience or training; or
- A minimum of a 2 year technical degree from an accredited vocational school; or
- A technical degree with a cumulative GPA of 2.5 on a 4 point scale; and
- The candidate will not be required to participate in the teacher internship program.

Waiver #4: S.T.E.M. Classroom of Innovation

"Sort of back to the one room schoolhouse, but with rocket boosters attached"
Roger Cook, 1/26/13

Taylor County School District will expand Individualized Student Learning to allow multi-age self-paced classrooms, with individualized learning stations where students learn standards at their own pace. Once learning has occurred, assessment is vital to provide immediate feedback to determine level of proficiency. State mandated student assessment will be given upon completion of content.

Teachers will be selected only after volunteering to teach the class and will not be bound by their current grade/content level certifications, as requested in Waiver #3.

Classroom of Innovation Description:

1 class of 48 students with 2 teachers per class (with potential to expand)

Students will utilize multiple methods to accomplish mastery of standards, including but not limited to:

Teacher Facilitated Learning. Teachers provide student guidance in the completion of individual learning plans.

Peer Tutoring. This scenario provides an excellent opportunity for students to tutor and learn from other students.

Digital Learning. Students will utilize computer based instruction through teacher produced videos, Carnegie, and Khan Academy.

Project Group. Students will complete culminating projects, using critical thinking skills to solve real world problems.

Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.

Allow the district to tailor specific subjects to student interests and the student's service plan.

For example, Student A is interested in becoming an auto mechanic. Why should Student A be required to pass content specific Algebra I theory if it does not relate to the student's personal interest and career choice? Student A's math course would be specific to math as it relates to an internal combustion engine or math as it relates to the specific mechanic skills they want to pursue.

All subjects, science, history, etc. could be related specifically to at-risk student's interest.

District of Innovation Implementation Plan, Table 3. (See Attachment 5 for 70% Affirmative Vote)			
School Name	Innovation Strategies/ Models	Goals for Improved Student Outcomes	Affirmative Vote
TCES TCMS TCHS	Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.	Allow the district to receive funding based on course completion, not ADA funding. The district would receive 12.5 years of funding for each student as they advance through their coursework. Increase in the number of students who graduate early and attend college.	95.1% Agree 4.9% Disagree
TCES TCMS TCHS	Support for Early College Waiver Request #2	Increase in the number of students, especially low income, who attend college.	97.1% Agree 2.9% Disagree
TCES TCMS TCHS	Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Increased college and career readiness. Improved soft skills.	84.5% Agree 15.5% Disagree
TCES TCMS TCHS	Waiver #4: S.T.E.M. Classroom of Innovation	Increased Individualized Education for students.	86.5% Agree 13.5% Disagree

TCES	Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.	Allow the district to tailor specific subjects to student interests and the student's service plan.	75.5% Agree 24.5% Disagree
TCES TCMS TCHS	Are you in favor of waiving the 180 day wait period in order to begin implementation when school begins in 2013		93.9% Agree 6.1% Disagree

RUBRIC Page 1, Bullet 3: The plan thoroughly and effectively demonstrates a process that has identified gaps between expectations for student learning and student performance.

Process to Identify Gaps

Formative Assessments	Summative Assessments	Analysis
MAP	End of Course (EOC)	Early Release Friday
Common Assessments	KPrep	Professional Development
Regular Classroom Assessments	EPAS	Student data analysis
Teacher Observations		Instructional Adjustments

Results:

Reading performance continues to create an achievement gap for Taylor County Elementary School. Students currently perform at the following levels as compared to the state average. TCSD intends to use the Professional Development/Early Release Friday (ERF) to analyze student data to develop plans to strengthen student achievement (Table 9, page 59).

	% Novice		% Apprentice		% Proficient		% Distinguished		% P & D	
	District	State	District	State	District	State	District	State	District	State
Elem.	26.7	26.3	26.5	25.7	33.5	31.4	13.3	16.6	46.7	48
3 rd Grade	29.1	24.7	24.2	25.8	37.9	32.2	8.8	17.2	46.7	49.2

**Source 2011-2012 School Report Card*

Reading performance for males at Taylor County Middle School continues to create an achievement gap. When compared to data from females in the same grade, the gap is evident. Waivers requested in this application will further allow the district to provide reading options which interest the students and relate to their individualized education plan.

	% Novice		% Apprentice		% Proficient		% Distinguished		% P & D	
	District	State	District	State	District	State	District	State	District	State
Middle School	20.3	28.9	24.7	24.3	33.1	30.1	21.9	16.7	46.7	48
6 th grade	School	State	School	State	School	State	School	State	School	State
Males	29.5	35.7	25.3	23.3	28.4	27.2	16.8	13.8	45.3	41.0
Females	14.4	26.0	28.9	22.6	33.3	31.4	23.3	20.0	56.7	51.4
7 th grade	School	State	School	State	School	State	School	State	School	State
Males	20.0	30.7	26.0	26.2	41.0	29.3	13.0	13.8	54.0	43.1
Females	11.9	23	22	24.3	36.7	32.8	29.4	19.9	66.1	52.7
8 th grade	School	State	School	State	School	State	School	State	School	State
Males	22.8	33.3	29.3	24.5	31.5	28.2	16.3	13.9	47.8	42.2
Females	19.8	23.8	17.8	24.8	30.7	32	31.7	19.5	62.4	51.4

**Source 2011-2012 School Report Card*

Social Studies scores indicate an achievement gap for students at Taylor County High School. Students currently perform at the following levels as compared to the state average.

	% Novice		% Apprentice		% Proficient		% Distinguished		% P & D	
	District	State	District	State	District	State	District	State	District	State
HS	59.1	37.4	22.6	23.1	15.1	26.4	3.2	13.1	18.3	39.5

**Source 2011-2012 School Report Card*

This District of Innovation application will allow the utilization of waivers to enable the district to fully implement individualized education.

Closing gaps between the school scores and state averages is a beginning point. The district will deliver instruction using the waiver requests in this application to propel the district well above state averages.

RUBRIC Page 1, Bullet 4: Explicitly explains how innovation status will ensure a greater level of success for student learning.

"...this reality where students are going to a place and they're learning from videos and exercises and getting feedback, you start to realize...they can all learn at their own pace now and as soon as you make that one assumption that every student can learn at their own pace, master concepts and move on and kind of build a scaffold, it actually allows you to rethink every aspect of the education system. You no longer have to group kids by age based cohorts, you no longer have to have a teacher in the front of the room giving a lecture...no longer have to have all the desks pointed in the same direction, you no longer have to have teachers separate from each other."

Salman Khan,
Microsoft CEO's Summit, Innovation in Education

Taylor County School District, with assistance from KDE, has removed many barriers which prevent student learning and enable students to move through the education process at their own pace.

The Funding and state mandated test taking allowed upon course/grade completion waiver will enable students to complete assignments, progress through the curriculum accomplishing standards at their own pace, at times which fit their schedule, and helps eliminate barriers created by unusual lifestyle circumstances. These circumstances include, but are not limited to, generational poverty, geography, and economics.

The Support for Early College waiver will allow students to begin college level classes with the support network to address the cognitive, physical, emotional, and social needs of post-secondary students. The waiver allows students to more efficiently utilize KEES funds upon completion of secondary standards. It should be noted TCSD, through a partnership with Campbellsville University, provides a reduced rate (\$50 per hour) for college classes as compared to standard rates (\$300).

The EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver will allow us to better utilize industry professionals and infuse our curriculum with the nuances of the world-of-work. Industry professionals can connect the dots between soft skills and technical skills as students develop an understanding of how to be truly productive on the job site (e.g., time management, completing continuous education opportunities, earning promotions, etc.).

The S.T.E.M. Classroom of Innovation provides students the opportunity to learn at their pace, in their style of learning with immediate feedback and assessment. Program adjustments will be made based on the level of mastery of students.

The Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out waiver will allow the district enhanced ability to meet student needs and continue the 0% dropout rate at the school.

The goal of the entire proposal is to individualize student learning, enable students to take responsibility for their education, and provide the technology and opportunities necessary to allow that individualization.

RUBRIC Page 1, Bullet 5: High level of participation and engagement from all stakeholders (students, parents, teachers, professional organizations, community, administration, and board)

The development of a plan for this application was a collaborative effort which began with the District Level Team (DLT) (Table 4, below) members attending the Innovation Conference hosted by the Kentucky Department of Education in November of 2012. The DLT learned about the upcoming School of Innovation application process and identified key strategies which might be the focus of the district's application.

The innovation process was developed using input from the Readiness for Innovation Self Assessment, school administration, teachers, students, members of business and industry, and the community as a whole (see Letters of Support, Attachment 3). The process began with a series of meetings at the school level where a group, composed of school administration, teachers, and principals, met to discuss the District of Innovation process, recommended strategies which could ensure a successful application, and made selections for the DLT and School Level Team (SLT) (Table 4).

On December 19, 2012, the Campbellsville Rotary Club and Taylor County School District hosted David Cook, Director of Innovation and Partner Engagement for a Rotary Luncheon to discuss the District of Innovation Program. Rotarians, who represent many key stakeholders in the community, attended and provided questions and feedback to Mr. Cook.

TCSO utilizes the Central Kentucky School/Business Partnership to gain input from business and industry professionals throughout the region. The partnership enables the school to provide opportunities and education for students which prepares them for the employment opportunities in our community.

The District Parent Advisory Council (DPAC) is a quarterly opportunity for parents to meet with the superintendent, school administration, and faculty and staff to discuss current issues. The opportunity allows feedback from all parties.

Site Based Decision Making Councils from all three schools have met to discuss the application; minutes are in Attachment #5.

SLT members were selected to represent a cross-section of content areas and were charged with discussing the application in their Early Release Friday meetings to identify areas which could enhance their instruction.

In order to maximize teacher/student input in the development of their application, Taylor County High School Principal, Mr. Charles Higdon, devised a competition and student assignment for everyone at the high school. Mr. Higdon sent an email to the English teachers stating the following:

"English Teachers: I need your help with an on-demand writing project aimed at gaining student input for the classrooms of innovation. Our district/school is looking for frameworks for innovative classroom settings. I challenge students to write something telling our administrators how they think the utopian classroom structure would look for them, (outside the box, but realistic). They will need to have in their mind that the required content standards must be covered in their derived settings, along with a system to show mastery of the standards in order for students to gain credit for the course. I don't want to put many more limits on this request, as I fear that I may limit their creativity. The submissions will be judged by the school administrators and \$100.00 will be awarded to the top choice and a drawing for another \$100 from the other eligible entries."

Soliciting input is a district trademark. We utilize the talents of our students and faculty to create solutions to problems. The idea also illustrates the confidence the administration has in the creative ability of our students and the value we place on their input (Attachment #4).

The following is a sample of the writing entries; the two samples referenced here are attached in Attachment 4 in full.

"...it is no secret that as humans we are all unique, which logically insinuates that the way students learn best is unique to the individual. ...The issue, however, is that teachers are forced to cover specific topics each day for the sake of staying on schedule. While one topic may be taught via lab experiments that appeal to visual learners, what about those who learn best by reading-or contextual learners? When students are forced to learn topics via methods that simply do not work for them, this is where knowledge retention, or the lack thereof, becomes a problem."

"The perfect classroom is no longer a dream; we now have the opportunities to see the vision of this learning environment in front of us and we now have a clear picture of how to create such an environment for students. For there to be perfection there must be hard work from students and from teachers, pushing each other to become better, well-rounded parts to a well-oiled machine that will fuel the working force of later years. Technology is a key aspect, but to strive to become as great as possible must also be in the equation."

On February 1, 2013, members of the District Leadership Team (DLT) met with the TCES School Leadership Team (SLT) to discuss strategies for the application.

Design Team, Table 4.

Design Team Member	Roles/Responsibilities
DLT Roger Cook, Superintendent Susan Kilby, Asst. Superintendent Troy Benningfield, Inst. Sup. Charles Higdon, HS Principal Tony Jewell, MS Principal Donna Williams, ES Principal Jeffrey Schuhmann, Grants Shannon Cox, KEA Rep.	Development of the DOI Application Communication of plan to stakeholders Approval of Plan by Board of Education Approval of Plan by SBDM
SLT: High School Charles Higdon, HS Principal DiAnne Harris, Asst. Principal Scott Franklin, Asst. Principal	Identification of current barriers at HS Identification of solutions to barriers Soliciting input from teachers and staff
SLT: Middle School Tony Jewell, MS Principal Holly Westbrook, Teacher Sherry Botkin, Teacher Margaret Collison, Teacher Becky Bailey, Teacher Lori Christy, Teacher Tim Wood, Teacher Lisa Richerson, Teacher	Identification of current barriers at MS Identification of solutions to barriers Soliciting input from teachers and staff

SLT: Elementary School Donna Williams, Principal Brandi McCubbin, Teacher Emma Hardesty, Teacher Melissa Collison, Teacher Lisa Arnold, Teacher Shea Poff, Teacher Tonya DeLaGarza, Teacher Patty Brockman, Teacher Jackie Sapp, Teacher Tonya Rogers, Teacher Kim Shofner, Teacher Gail Pippin, Teacher	Identification of current barriers at ES Identification of solutions to barriers Soliciting input from teachers and staff
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RUBRIC Page 1, Bullet 6: Effectively identifies and justifies need for waivers.

The waivers, as identified and justified under Rubric Page 1, Bullet 1, will enable the district to:

- Fully implement anytime learning, anywhere
- Fully utilize the District's instructional and support network
- Build on a comprehensive curriculum focused on the new common core
- Increase the skill sets available which is vital for college and career readiness

As shown in Table 1, below, the waivers present a student focused justification because they are student centered and were developed to remove barriers students encounter in their education.

Summary of Innovations/Waiver Requests, Table 1.

Waivers	Description	Purpose
Waiver #1	Funding and state mandated test taking allowed upon course/grade completion.	Essential for individual learning plans and mimics the "real world" where work and college are completed outside traditional hours.
Waiver #2	Support for Early College	Enables all students, regardless of income, to begin preparing for and completing their college work.
Waiver #3	EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Prepares students with experiences, critical thinking skills, and soft skills that employers are searching for.
Waiver #4	S.T.E.M. Classroom of Innovation	Will allow the district to assess based on standards mastered rather than Infinite Campus (IC) classification.
Waiver #5	Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Allow the district to tailor specific subjects to student interests and the student's service plan.

INNOVATIVE DESIGN COMPONENTS

RUBRIC Page 2, Bullet 1: Exceptionally and accurately identifies innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.

These innovation requests have been selected to enhance the programs already put into place by the district (Table 5). The district has carefully reviewed the Principles of Innovation (as outlined by the Kentucky Department of Education website) and has aligned our request to those principles.

Personalized Learning: Data-driven framework will set goals, assess programs, and ensure students receive support systems.

- Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.
- Waiver #2: Support for Early College
- Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications
- Waiver #4: S.T.E.M. Classroom of Innovation
- Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out

Comprehensive System of Learning Supports: Services which address social, emotional, physical, and cognitive development for all students.

- Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.
- Waiver #2: Support for Early College
- Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications
- Waiver #4: S.T.E.M. Classroom of Innovation
- Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out

World class knowledge and skills: Goals which ensure that students are prepared for a globally oriented world.

- Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.
- Waiver #2: Support for Early College
- Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications

- Waiver #4: S.T.E.M. Classroom of Innovation
- Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out

Performance-based learning: Students in the center of the learning process...ensuring mastery learning based on high, clear, and commonly-shared expectations.

- Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.
- Waiver #4: S.T.E.M. Classroom of Innovation
- Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out

Anytime, everywhere opportunities.

- Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.
- Waiver #2: Support for Early College
- Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications
- Waiver #4: S.T.E.M. Classroom of Innovation
- Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out

Authentic student voice: Deeper engagement of students directing and owning their learning and sharing this experience with peers.

- Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications
- Waiver #4: S.T.E.M. Classroom of Innovation
- Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out

The existing innovations at Taylor County School District (Table 5) will complement all of these Principles of Innovation and combine to provide enhanced learning opportunities, "Taylor Made" for our students.

RUBRIC Page 2, Bullet 2: Plan comprehensively describes how the innovative program, model or strategies will improve learning for students.

The goal of the entire proposal is to individualize student learning, enable students to take responsibility for their education, and provide the technology and opportunities necessary to allow that individualization. Table 1, Summary of Innovations/Waiver Requests shows how learning for students will improve.

Table 2 shows how the goals which can be obtained from this project will enable student academic improvement, as well as a teacher's ability to track student progress and align course work with the a student's individual education plan.

Funding and state mandated test taking allowed upon course/grade completion will enable students to complete assignments, and progress through the curriculum accomplishing standards at their own pace, at times which fit their schedule. This request will enable students to take assessments as they finish course work, when the content has just been learned and the students are best able to apply the material. Currently students who are accelerated cannot take tests when they finish their class and oftentimes must wait weeks or months. Providing state mandated tests following course completion gives a better determination of knowledge retention and further justifies the decision to accelerate.

The **Support for Early College** waiver will allow students to begin college level classes with the support network to address the cognitive, physical, emotional, financial, and social needs of post-secondary students.

The **EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications** waiver will allow us to better utilize industry professionals and infuse our curriculum with the nuances of the world-of-work. This waiver will allow the district to further customize education by selecting instructors based on the needs of students. The waiver will further allow students to experience work in any area to make a sound determination of their future path in life.

The **S.T.E.M. Classroom of Innovation** provides students an opportunity to learn at their pace, in their style of learning with immediate feedback and assessment. Improved student learning will come from students identifying the way they prefer to learn when a number of options are presented to them. This classroom will further customize their education as well as make them responsible for the method they choose. Taking ownership of their education, and for their decisions, will improve student learning.

The **Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out** waiver will allow the district enhanced ability to meet student needs and continue the 0% dropout rate at the school. Customized education is essential for students at risk of dropping out. This waiver will allow the district to focus students' attention on coursework which is relevant to their future career or interests, leading to increased student learning.

The goal of the entire proposal is to individualize student learning, enable students to take responsibility for their education, and provide the technology and opportunities necessary to allow that individualization.

RUBRIC Page 2, Bullet 3: Plan thoroughly and clearly explains how identified strategies will lead to students who are better prepared for success in life and work.

Innovations in this application will enable students to customize their education. Identified strategies also enable teachers to more closely interact with their students and achieve the best

environment for the students and teachers. Student coursework will be specifically targeted to meet the needs of college and career readiness.

Funding and state mandated test taking allowed upon course/grade completion trains students to become lifelong learners. Students will break the mold of 8:00 a.m. to 3:00 p.m. learning and adapt to a model which better simulates real life. The waiver promotes self paced and self motivated learning which results in not just the acquisition of knowledge but a skill set which translates into twenty-first century success.

Support for Early College introduces college early in a student's life, jump starting their motivation/desire to succeed and providing confidence they are prepared for higher levels of education.

EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications will allow a more comprehensive course of work for students, enabling the district to provide instruction in areas where a certified instructor is not available.

S.T.E.M. Classroom of Innovation allows students to complete state mandated assessments upon completion of course work and will ensure validity.

Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out will provide students with increased options for content knowledge specific to their individual learning plan.

Students are able to dictate the path they choose regarding subject areas in which they want to focus which is aligned with their career path and will enable them to prepare for college or career.

The U.S. Department of Labor estimates that today's learners will have 10 to 14 jobs by age 38.

Students are prepared for college and career because the time they learn best may also be the time they are the most productive at work. For example:

Bosley cannot make it to school at 8:00 a.m. because he stays up late at night focused on his homework and video games. When Bosley does arrive on time he isn't focused and muddles through the entire morning portion of the day. Between 9:00 p.m. and 2:00 a.m. Bosley is able to review his classes online and complete his assignments which are submitted electronically and waiting for the teacher the next day. Bosley will have identified an essential career ready skill: When am I most productive? Bosley can then enter the workforce with the understanding that, at least at this point in his life, he has the highest likelihood of success as an employee if he works second or third shift. Bosley can narrow his job searches to positions which would enable him to work during these times. He will also have the high school experience necessary to accurately explain this to a potential employer who can adapt the workload to Bosley's most productive time.

Through the use of the computer and Internet, Bosley is essentially telecommuting to school. In recent years the number of employees who telecommute has increased dramatically. According to the following charts:

- The number of workers telecommuting from 2005 to 2011 averaged 2.64 million per year.
- With the exception of the Federal Government all other sectors continue to see growth in the number of employees who telecommute. The Federal Government does have the highest number of total telecommuters at 5%.
- Companies see irregular growth in the number of telecommuters, but no decline.

How many employees telecommute? (updated October 2012)

Telework Growth Multi-Year	2005 to 2011	2006 to 2011	2007 to 2011	2008 to 2011	2009 to 2011	2010 to 2011
For Profit Organizations	62.6%	39.4%	27.2%	10.5%	7.3%	4.5%
Non Profit Organizations	85.0%	34.3%	29.3%	17.1%	7.4%	4.5%
Local Government	66.9%	51.5%	39.3%	18.6%	8.8%	7.8%
State Government	114.0%	54.6%	37.3%	20.7%	14.1%	4.7%
Fed Government	424.4%	-1.7%	7.8%	0.5%	3.4%	-5.0%
Total Telework Growth	73.0%	37.1%	27.2%	11.4%	5%	4.1%

Source: www.teleworkresearchnetwork.com/telecommuting-statistics

Flexibility with scheduling is essential to enable students to determine the when, where, who, what, and how of their education. Determining this will not only allow them to be successful in school, but will help them identify the unique characteristics necessary to be successful in their career or college.

In a survey produced for this application, Analysis of Student Learning Times (Attachment #5), the last question was an open-ended essay, "If you could change anything at the school (within reason) what would it be?" There were 202 responses from Elementary, Middle, and High School students dealing with issues such as learning times, school lunch, teacher/student attitudes, buildings, etc. The following represents a few of the many responses:

If school was from nine to five kids wouldn't be as tired or late.
And I would also like if school started at 9:00 to 5:00 because kids wouldn't be as tired and they won't be late for school and the sun would be shining instead of driving in the dark in the morning.
I would have them change our schedule...and we should be able to go to school later so students could have enough time to actually get enough sleep.
I wouldn't change anything because I like it the way it is.
Coming to school later so we could get more sleep
Time to come to school (11:00 specifically)
The idea of learning content just for the sole purpose of passing a test. Make learning more of a hands on lesson, which applies to real life situations.
Starting school at 10 where I could be more awake for my classes.
Start school at 10 am and finish at 2 pm
Also have school start at 9 am and end at 3:30 pm
I would change the length of the school day, making it longer. I feel like at parts of the day I'm simply waiting; shorter classes may be more efficient.

The district must not only expose students to different types of careers, we must help students identify:

- WHEN are they productive?
- WHERE are they productive?
- WHAT skills and interests do they possess which will make them productive?
- HOW are they productive?
- WHO motivates them to be productive?

Identification of learning styles through individualized education will enable students to identify the unique characteristics which make them well suited for specific employment positions and help them identify their own when, where, what, how, and who.

In order to prepare students to compete in the global economy, the district must provide students access to a broad spectrum of rigorous course offerings meant to prepare the student for career or college. Experts from outside the school are acutely aware of the soft skills necessary for students entering the job market. As a District of Innovation, the EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver and Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out waivers requested in this application will allow the district to offer classes which would not otherwise be available utilizing the skills and knowledge of outside experts.

For example:

A student who is interested in becoming a diesel mechanic can take math as it relates to fuel consumption of a diesel motor. The student can take history as it relates to Rudolph Diesel, who created the diesel motor, and the student can take other courses in his/her field of interest, diesel mechanics. The student can learn from the school's two diesel mechanics, working on school bus motors and systems in a real world atmosphere.

RUBRIC Page 2, Bullet 4: Goals and expected outcomes for the strategy are significantly supported by innovation.

Taylor County School District promotes innovation through:

- Pre-K thru 12 Performance Based Education
- Zero percent dropout rate for four years
- Individualized education for all students
- Use of the CIITS system for student/classroom management

The goals and outcomes, as seen in Table 2, for this application must be innovative in order to provide the best learning opportunities available for our students.

Tables 1 and 5 further illustrates the outside-the-box thinking which was necessary to formulate these innovative ideas.

RUBRIC Page 2, Bullet 5: Identified strategies, models, and/or programs reflect a strong connection to current district initiatives.

"Education used to be delivered using the feed lot mentality. Students were put in a feed lot, they were delivered content, and they were expected to learn it. They never left the feed lot and never ate any different food. Changes at Taylor County School District allowed students to leave the feedlot and move around the field, exploring, learning, and trying different foods. The use of technology removes the fences, and allows them to move anywhere in the world they want"

Bill Sanders, Q104 Radio Reporter (24 January 2013)

Education must continuously evolve and improve if the district is going to continue to educate student leaders which leave the school college and career ready. Students must not only have the educational knowledge, they must be prepared with soft skills, interpersonal skills, and creative thinking abilities which enable them to excel.

The attitude of "continuous improvement", as evidenced in Table 5, percolates throughout Taylor County School District and enables the district to effectively implement changes. The teachers, administration, students, and parents, have embraced change many times because they believe in the vision of the school and realize it is necessary for continuous improvement.

The largest change in the last four years occurred when the Board of Education and Superintendent Roger Cook implemented PBE in the Taylor County School District. In Fall 2009, the Board passed policy which implemented three requirements:

- No zeros
- No failures
- No students held back

Taylor County School District is a participant in the recently awarded Race to the Top District Competition. The district was highlighted throughout the application due to its innovative approach to delivering education. Specifically the grant funds opportunities to implement Performance Based Education and Personalized Learning, both of which are based, in part, on the Taylor County School District model.

Taylor County School District is enhancing wi-fi availability for our students with the soon to be released iLEARN Bus. The iLEARN (Leading Education Around Rural Neighborhoods) Bus is a mobile computer lab which will travel throughout the county when school is not in session to provide computers and Internet access to students and parents.

The iLEARN Bus will provide a valuable opportunity for students and parents to interact. Often times it may be the parents learning from the students how to process the volumes of information on the Internet. Parents searching for employment can utilize the bus to develop their resume and apply for positions. One goal of providing the bus is to help parents recognize the cost to

have Internet and a computer at their home is small compared to the improvement it can make in their child's education.

Taylor County School District has implemented these changes and is progressing toward the next level of innovative education which is "Taylor Made" for every student. Employees and parents are encouraged to provide input for improvements which will increase student success and achievement.

Current District Initiatives, Table 5.		
Instructional Component	Description	Status
Performance Based Education	Places students in grade level content based on mental capacity, rather than chronological age. (Attachment #9)	Ongoing
Student Acceleration Policy	Enables students to learn based on their intellectual ability rather than chronological age. Utilizes various tests and methods of demonstrating mastery of a skill Utilizes teacher and parent input in decision making.	Ongoing
Measure of Academic Progress (MAP), Exit Exams, and Common Assessments	Utilized to determine student achievement levels. Entry/Exit Requirements. Curriculum Alignment/Interventions. Common Assessments/Exit Exams. Professional Learning Communities/ERF. Early College.	Ongoing
Virtual Program	Allows students to pursue alternative routes to graduation and complete Early College courses. Places students working to catch up in courses next to students taking college courses, eliminating the "alternative school" idea and utilizing the success breeds success opportunity where students are encouraged and enabled by each other.	Expanded by: Support for Early College
District wide e-Library	Delivers content electronically to students and parents.	Ongoing
Early Release Friday	Allows a two-hour professional learning community time for teachers to align curriculum with entry/exit requirements.	Ongoing
Career Pathways	Supports and guides students in authentic learning through self-selected career clusters.	Expanded by : EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications

Zero Dropout Policy	<p>Policy requires student and parents to meet with Superintendent, Dropout Prevention Coordinator, and counselors to determine and implement alternatives to leaving school.</p> <p>Dropout Prevention Coordinator acts as case worker to insure the success of the student in multiple areas including academic, social, work, and family.</p> <p>Character Education Coach meets with at risk students to discuss issues in with their lives and instill values to enable them to be successful.</p> <p>Led to zero percent (0%) dropouts for the last four years.</p>	<p>Expanded by:</p> <ul style="list-style-type: none"> • Funding and state mandated test taking allowed upon course/grade completion. • Support for Early College • EPSB Certification • Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications • S.T.E.M. Classroom of Innovation • Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out
College/Career Readiness	<p>College/Career Readiness Specialist meets with students in middle and high school to identify career choices and assess current classes to determine which will lead to success in the student's chosen career path.</p> <p>Works with local business and industry to identify co-op opportunities for students in their chosen field.</p> <p>Utilizes Educational Planning and Assessment System (EPAS) as well as ACT, PLAN, and EXPLORE.</p> <p>Students Teaching And Reaching other Students (STAR) which assists teachers and tutor other students.</p> <p>The Central Kentucky School/Business Partnership which seeks input from industry about skills taught at the school and places students in co-op positions where valuable real world skills are learned.</p>	<p>Expanded by:</p> <ul style="list-style-type: none"> • Funding and state mandated test taking allowed upon course/grade completion. • Support for Early College • EPSB Certification • Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications • S.T.E.M. Classroom of Innovation

Academic Pep Rally	Successful academic scores are rewarded with thousands of dollars worth of prizes at an annually rally. Prizes include iPads, iPods, gift cards, etc.	Ongoing
Teacher/Staff Empowerment	"On the Bus" awards and gifts recognize performance.	Ongoing
Cook's Kids	Provides enrichment opportunities for at-risk students meeting established academic goals.	Ongoing
Roger Awards	Recognizes teachers annually with \$500 merit prizes. Teachers nominate each other based on criteria such as: evidence of student growth, differentiation, successful collaboration with others, use of technology, relationship building, etc.	Ongoing
Taylor County Schools iPad Initiative	Launched in 2012 when the Board made a commitment of \$500,000 to provide iPads for all teachers in the district and students in the high school. Opened up to students 3-12 through a lease, rent, buy option. Through a fundraiser with a local business students were able to sell raffle tickets to pay for the first year of their iPad lease	Ongoing
Flipped Classroom Concept	Flipped classrooms enable teachers to video their class presentation and post it to YouTube for students to view at home. Students complete homework assignments at school where the teacher is available to help and view the next day's lesson in the evening. Parents who want to assist their children or learn more about what they are studying can also access the content.	Expanded by: S.T.E.M. Classroom of Innovation
Bring Your Own Device (BYOD)	Implemented in the district in 2011. This enabled all students to bring their mobile devices and learn utilizing the district's campus wide wireless internet connectivity.	Ongoing
iLEARN Bus	The iLEARN (Leading Education Around Rural Neighborhoods) Bus is a mobile computer lab which moves throughout the county when school is not in session to provide computers and internet access to students and parents.	Ongoing

STUDENT SERVICE PLAN

RUBRIC Page 3, Bullet 1: Clearly and specifically communicates the total number of students being serviced by the proposed innovation plan.

RUBRIC Page 3, Bullet 2: Clearly and specifically communicates the grade levels of the students serviced by the proposed plan.

RUBRIC Page 3, Bullet 3: Comprehensively and systematically provides service for a variety of students (grade level or special population).

RUBRIC Page 3, Bullet 4: Exceptionally reflects a commitment to equity and demonstrates an appreciation for diversity.

The Student Service Plan, Table 6 below, is designed to provide an accurate number of students who will be impacted by the ongoing and potential innovations in the district.

School	Total Students	Free/Reduced Lunch	ECE Students
TCES	1183	66.36%	145
TCMS	872	51.61%	59
TCHS	623	54.90%	75

Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.

Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications

All 2,678 students will be impacted by this project.

SES: 2,678 students X 58.89% Free/Reduced Lunch = 1,577 students

Race/Ethnicity 2,678 students X 4.3% Diversity = 115 Students

Gender 2,678 students X 49% Male = 1,312 male students

2,678 students X 51% Female = 1,366 female students

Disability 2,678 students X 10% Disability = 268 students with disabilities

Waiver #2: Support for Early College

The primary focus of this innovation is to empower lower income students and families to take advantage of opportunities to experience college culture, set higher expectations for themselves, and provide rigorous experience which prepare them and give them self confidence for future full time college.

Total number of students impacted will be 792.

SES: 792 students

Race/Ethnicity 792 students X 4.3% Diversity = 34

Gender 792 students X 49% Male = 388 male students

792 students X 51% Female = 404 female students

Disability 792 students X 10% Disability = 79 students with disabilities

Waiver #4: S.T.E.M. Classroom of Innovation

This innovation will be comprised of one class of 48 students

SES: 48 students X 58.89% Free/Reduced Lunch = 28 students
Race/Ethnicity 48 students X 4.3% Diversity = 2 students
Gender 48 students X 49% Male = 24 male students
48 students X 51% Female = 25 female students
Disability 48 students X 10% Disability = 5 students with disabilities

Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out

Total number of students impacted will be 876.

SES: 876 students X 58.89% Free/Reduced Lunch = 516 students
Race/Ethnicity 876 students X 4.3% Diversity = 38 students
Gender 876 students X 49% Male = 429 male students
876 students X 51% Female = 447 female students
Disability 876 students X 10% Disability = 88 students with disabilities

Long Term Timeline

In order to continue deploying the current innovations at Taylor County School District, as well as those requested in this application, it is essential that the district develop a long range plan. The plan has an end goal in mind and a series of logical steps which enable the district to arrive at its destination in a timely manner with continued increases in student learning.

The following table briefly describes how the vision will be implemented over a longer time period than the timeline to follow and deals directly with the vision of where the school will be and the types of delivery methods which will be utilized.

3 Years	<p>The district will continue to lead the state in the number of teachers, administration, students, and parents utilizing the CIITS system and will continue to hold its place as the model for CIITS implementation.</p> <p>The iPad initiative will provide a 1:1 ratio in the Middle School (as now exists in HS).</p> <p>Construction of the new high school will be completed</p> <p>Begin construction of the new Primary Center and Performance Based Campus</p> <p>The district will have in place community members who enable EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications daily and the course offerings in the high and middle schools will have significantly increased.</p> <p>Students will determine their start and end times of the day and will have flexibility to make changes during the year.</p> <p>Convert to standards based report cards.</p>
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7 Years	<p>Students in the middle school will determine their own start and end times and will determine if and when those times should be changed.</p> <p>TCHS and TCMS will not have bells to change classes. Students will identify which competencies they need to complete for the day, which type of learning method they want to utilize, and which teacher best suits their learning style for that day.</p> <p>Teachers will facilitate learning and will continually monitor data to track student progress in real time.</p>
10 years	<p>The open classroom concept will have permeated all three schools and students will have embraced the concept of personal responsibility for their education.</p> <p>Taylor County School District will have established the model program for individualized education for all of Kentucky and most of the nation.</p> <p>Students will be exposed to career opportunities early in their education and will "Taylor" their education to meet their career pathway.</p>

Student Service Plan, Table 6.

Proposed Strategy	Expected Outcomes	Sources of Data	Total # of Students Targeted	Total # of Students in Special Populations, Underrep. Groups
Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.	Establishes an attitude of no limits for learning. Provides for flexibility which models existing personal and career cultures. Develops students who are responsible for their own learning.	Individualized Learning Plans reviewed by the CCR Director. The number of alternative routes a student can choose to obtain their education. Continuation of 0% dropouts. Decreases in the number of discipline incidents. Increased proficiency as measured by K-PREP, ACT, and PLAN. Successful Transitions to Adult Life.	Elem: 1,183 Middle: 872 High: 623	SES: 1,577 Race/Ethnicity: 115 Gender: 1,312 Male 1,366 Female Disability: 268
Waiver #2: Support for Early College	Makes college a option for more Free/Reduced Lunch students. Removes barriers to increases the number of students who can participate.	Successful Transitions to Adult Life	Elem: 0 Middle: 342 High: 450	SES: 792 Race/Ethnicity: 34 Gender: 388 Male 404 Female Disability: 79

<p>Waiver #3: EP/SB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications</p>	<p>Expanded course and learning opportunities. Exposure to greater variety of occupations. Connection with potential employers. Increased connection between the school and business. A workforce prepared with local workforce skills. Improved soft skills.</p>	<p>Successful Transitions to Adult Life.</p>	<p>Elem: 1183 Middle: 872 High: 623</p>	<p>SES: 1577 Race/Ethnicity: 115 Gender: 1312 Male 1366 Female Disability: 268</p>
<p>Waiver #4: S.T.E.M. Classroom of Innovation</p>	<p>Classroom will create a sense of community and foster a support network for children. The network will be between teachers and students and students and other students. This level of interaction will enable the teacher to identify specific needs of each student. Classroom will enable valuable data collection to determine effective styles of education.</p>	<p>K-PREP scores. Number of standards mastered.</p>	<p>Elem: 16 Middle: 16 High: 16</p>	<p>SES: 28 Race/Ethnicity: 2 Gender: 24 Male 25 Female Disability: 2</p>
<p>Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.</p>	<p>Enables the district flexibility to choose courses which still meet curriculum content but are in line with the student's individual education plan.</p>	<p>Continuation of 0% dropout rate.</p>	<p>Elem: 0 Middle: 0 High: 876</p>	<p>SES: 516 Race/Ethnicity: 38 Gender: 429 Male 447 Female Disability: 88</p>

PROFESSIONAL DEVELOPMENT PLAN

RUBRIC Page 4, Bullet 1: Specifically and clearly identifies professional development for faculty and staff which clearly support innovation.

RUBRIC Page 4, Bullet 2: Specifically and clearly explains why proposed professional development will prepare faculty and staff for increased success in innovation and student learning.

RUBRIC Page 4, Bullet 3: Comprehensively and systematically prepares adult learners to service a variety of students (grade level or special population)

RUBRIC Page 4, Bullet 4: Exceptionally reflects a commitment to equity and demonstrates an appreciation for diversity.

2013-14 District of Innovation Adult Service Plan

Taylor County Schools
1209 East Broadway
Campbellsville, Kentucky 42718

Planning Committee Members: Chairperson Troy Benningfield – District Instructional Supervisor, TCES; Principal Donna Williams, Teachers: Rachel Cotton, Angie Kearney, Beverly McQueney, Gail McQueney, Joan Tinnell, TCMs: Principal Tony Jewell, Teachers: Sherri Benningfield, Jill Blakeman, Loria Christie, Laura Gordon, Dana Hixson, Hollie Westbrook, Tim Wood, Stephen Zink, TCHS: Principal Charles Higdon, Jr., Teachers: Clint Graham, Mary Jo Hazel, Dianne Harris, Tana Penn, Joanna Williams

Needs Assessment: The Planning Committee met on February 13, 2013. A comprehensive review of school improvement plans (including set target dates); Assessment Results Analysis (including MAP scores); district walkthrough observations; Guided Planning notes; and Implementation/Impact surveys and checks show the following professional development needs:

- 1) Instruction - New systems of learning with the flipped classroom concept and increased use of technology require continued training in delivery methods. Emphasis is needed on: soft skills, teamwork, higher-level thinking skills, and support mechanisms.
- 2) Learning Outcomes – A standards-based approach is necessary to ensure mastery of the new common core as well as college and career readiness expectations. Strategic training for transitioning from a traditional report card to a CCR-centered report will ensure mastery of both the new common core and college and career readiness expectations.
- 3) Standards-Based Grading – The measure of student progress and mastery must be refined to ensure that expectations are both rigorous and dynamic.
- 4) Collaboration – Connecting the unique needs of students with the existing skill set is vital. Further instruction on classroom paradigms (including student mentor/tutoring program) is needed.
- 5) Technology – Total integration of new technology to create anytime learning 24 hours a day/7 days a week and 365 days a year.

Plan Adoption: School planning committee meetings are conducted each spring to discuss the aforementioned needs. All stakeholders are invited to provide input regarding professional offerings as well as timetables. The committee initially proposes the following professional development activities:

Professional Development Sessions for 2013

Time: TBA
Basic Flipped Classroom Design
 6 hours
 This strategic planning session, led by current "flipped teachers" will introduce the concept of tiered lessons for diverse learners. Instruction will be included on use of technology, goal setting for students, utilizing available resources, and appreciation for differentiated learning styles.
 • **Waiver #1:** Funding and state mandated test taking allowed upon course/grade completion.
 • **Waiver #4:** S.T.E.M. Classroom of Innovation

Time: TBA
Advanced Flipped Classroom Design
 6 hours
 This session, will build on the introductory course and is designed specifically for teachers already implementing the concept. This training will emphasize video lesson development and refinement.
 • **Waiver #1:** Funding and state mandated test taking allowed upon course/grade completion.
 • **Waiver #4:** S.T.E.M. Classroom of Innovation

Time: TBA
Video Editing
 3 hours
 Bring your iPad! This hands-on session led by STLP members will guide participants in the digital editing process using available resources.
 • **Waiver #1:** Funding and state mandated test taking allowed upon course/grade completion.
 • **Waiver #4:** S.T.E.M. Classroom of Innovation

Time: TBA
iTunes University 101
 3 hours
 TCMs STLP Coordinator Tim Wood will guide participants in the exploration and integration of this program.
 • **Waiver #4:** S.T.E.M. Classroom of Innovation

Time: TBA
Designing Online Assessments in CITS
 3 hours
 School CITS Coordinators will offer a refresher on developing common assessments (as well as modified assessments of special populations) using the Continuous Instructional Improvement Technology System as well as conducting a data analysis and communicating results.
 • **Waiver #1:** Funding and state mandated test taking allowed upon course/grade completion.
 • **Waiver #4:** S.T.E.M. Classroom of Innovation

Time: TBA
PD 360 and Beyond
 3 hours
 Led by Troy Benningfield, teachers will develop their own system for creating and sharing successes with their peers using the community features available on PD 360.
 • Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.

Time: TBA
Using the e-library
 1 hour
 Taylor County High School Media Specialist Tana Penn will conduct this mini-lesson on the e-library. TCHS is one of the first schools in our region to begin the transition to a digital library collection. Participants will explore e-library offerings and discuss strategies to incorporate digital reading in the classroom.
 • Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.

Time: TBA
Web Page Design
 3 hours
 Taylor County High School Technology Assistant David Tinnell will assist participants with the refinement of their required school web pages. This is a hands-on session.
 • Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications

Time: TBA
CCR and You!
 3 hours
 CCR Director Laura Benningfield will connect CCR goals via WIN software with the current program of studies. WIN provides students with the tools to be career and college ready.
 • Waiver #2: Supports for Early College
 • Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications

Time: TBA
Success with STARS
 1 hour
 STAR Coordinator Kelly Milburn will review the process of utilizing student tutors to foster individualized learning environments for special populations in the classroom.
 • Waiver #4: S.T.E.M. Classroom of Innovation

Time: TBA
Professional Learning Communities (PLC)
 1 hour
 Led by members from the initial GRREC PLC Training Team, participants will re-visit the DuFour training on establishing protocol and maintaining professional learning communities.
Evaluation Process: All certified staff members must complete the proper documentation upon completion of any professional development activity. Additionally, each staff member will keep a PD verification summary sheet. Each certified staff member will complete four days no later than May 1, 2014. When necessary, school committees will meet the fourth Tuesday of every month.

Tentative Budget:
Each school will submit a detailed working budget no later than May 30, 2013. Expenditures must align with the goals and objectives established in comprehensive improvement plans.

TCES: PD-\$3,088; Title II-\$6,254
TCMS: PD-\$1,529; Title II-\$3,099
TCHS: PD-\$2,295; Title II-\$4,647

District of Innovation Support Plan, Table 7.

Professional Development Plan	The planning committee met in January 2013 and identified the following needs; PD was then planned and scheduled so as to address those needs.
<p>Needs:</p> <ol style="list-style-type: none"> 1) Instruction - New systems of learning with the flipped classroom concept and increased use of technology require continued training in delivery methods. Emphasis is needed on: soft skills, teamwork, higher-level thinking skills, and support mechanisms. 2) Learning Outcomes – A standards-based approach is necessary to ensure mastery of the new common core as well as college and career readiness expectations. Strategic training for transitioning from a traditional report card to a CCR-centered report will ensure mastery of both the new common core and college and career readiness expectations. 3) Standards-Based Grading – The measure of student progress and mastery must be refined to ensure that expectations are both rigorous and dynamic. 4) Collaboration – Connecting the unique needs of students with the existing skill set is vital. Further instruction on classroom paradigms (including student mentor/tutoring program) is needed. 5) Technology – Total integration of new technologies to create anytime learning 24 hours a day/7 days a week and 365 days a year. <p>Detailed PD Opportunities:</p> <ul style="list-style-type: none"> • Basic Flipped Classroom Design • Advanced Flipped Classroom Design • Video Editing • iTunes University 101 • Designing Online Assessments in CITS • PD 360 and Beyond • Using the e-library • Web Page Design • CCR and You! • Success with STARS • PLC Refresher 	

<p>Resources</p>	<p>Human:</p> <ul style="list-style-type: none"> • All employees are cross trained to perform a number of different job functions. • All district personnel will be utilized to effectively advance the innovation efforts requested in this application. • Personnel will continue to utilize Early Release Friday (ERF) to review data. <p>Fiscal:</p> <p>The total cost to implement the requests in this application is \$54,450. These funds come from various sources which are already identified and available to implement the requests.</p> <p>Physical:</p> <ul style="list-style-type: none"> • Taylor County School District has spent over \$1,000,000 and has received nearly \$1,000,000 in donated new technology in the past two years. • Implemented 1:1 iPad initiative in the high school with other increased technology delivered to the middle and elementary schools. • Middle school is equipped with classrooms with folding walls which can be opened and closed to support the S.T.E.M. Classroom of Innovation locations.
<p>Communication Plan</p>	<p>Students:</p> <ul style="list-style-type: none"> • TCHS students participated in a mandatory writing exercise to address what innovations they would like to see. • Students will be exposed to the innovations through the school's website, selection process for the S.T.E.M. Classroom of Innovation, through school counselors for the Support for Early College, and through their teachers for the: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications portion. <p>Parents and Families:</p> <ul style="list-style-type: none"> • Parents and families will receive information regarding the innovations through the District Parent Advisory Council meetings (DPAC), minutes of the school board and SBDM meetings as published in the local paper, and through press releases put out by the district which highlight the accomplishments of the school. • Parents will also be involved in discussing with their children the Waiver #4: S.T.E.M. Classroom of Innovation and determining their child's interest in that innovation. • Parents will also be involved as they participate in the Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications. • innovation and are able to bring their practical knowledge from the outside world to the classroom.

	<p>Faculty and Staff, teachers, teacher organizations:</p> <ul style="list-style-type: none"> • All faculty and staff voted to proceed with the application through an online survey which presented each waiver individually as it is presented in the application. Staff members have also provided input through a number of school specific and district wide meetings. • Many teachers participated on either the District Level Team (DLT) or School Level Team (SLT) and have discussed the project with their colleagues. • The KEA representative for the district has been actively involved since the beginning of the process. <p>Community Based Organizations and other educational partners:</p> <ul style="list-style-type: none"> • Every quarter, Taylor County School District hosts, the Kentucky School/Business Partnership, which brings together community, business, industry, and University representatives to discuss improvements the school can make to address the needs of employers in the area. The Waiver #1: Funding and state mandated test taking allowed upon course/grade completion and Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver requests are designed based on input from those individuals.
Monitoring Plan	<ul style="list-style-type: none"> • The monitoring plan will utilize the information contained in the goals chart, Table 4, and will utilize the data sources mentioned to determine if goals are being met. • The DLT and SLT will be responsible for evaluation of the project both throughout the school year and for end of year reports. • The district will utilize its robust data collection systems to continually analyze data and make changes where necessary to improve student learning.